

SCHOOL REPORT CARD

2003-2004

-Commonwealth of Kentucky-

Ryland Heights Elementary School

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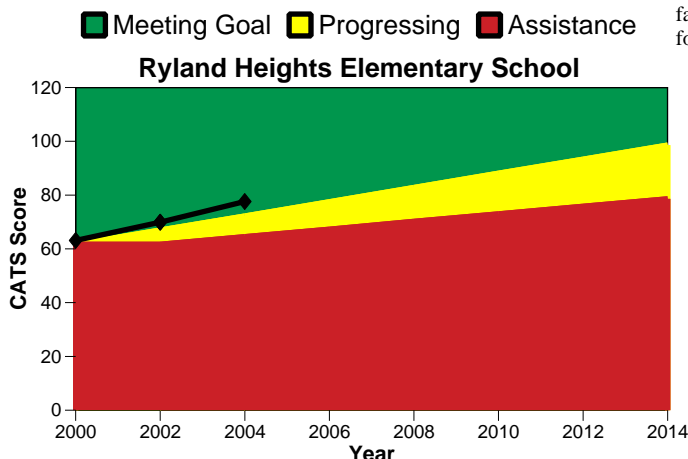


Dear Parents/Guardians:

Here is our school's report card for the 2003-2004 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



| Year | Goal Line | Assistance Line | Index |
|---------------------|-----------|-----------------|-------|
| 2000 | 61.7 | | 63.1 |
| 2002 | 67 | 61.7 | 69.9 |
| 2004 | 72.2 | 64.5 | 77.6 |
| 2006 | 77.5 | 67.3 | |
| 2008 | 82.8 | 70.2 | |
| 2010 | 88.1 | 73 | |
| 2012 | 93.3 | 75.8 | |
| 2014 | 98.6 | 78.6 | |
| Standard Error: 1.4 | | | |

About Our School

Ryland Heights Elementary is located in the rolling hills of eastern Kenton County near the Licking River. Ryland serves a diverse population ranging from unincorporated areas of rural Kenton County to the cities of Covington and Taylor Mill. The campus is comprised of 14 wooded acres with a large lake and outdoor education area. The building was constructed in 1960 and was completely renovated in 1994 with the addition of a gymnasium, library media center and additional office space. Our current enrollment consists of approximately 330 students in kindergarten through fifth grade. Our mission is to enable all students to reach their highest level of academic performance in order to become responsible, self-sufficient members of society who can participate successfully in an ever-changing world. With a tiger as our mascot, our school-wide theme is R.O.A.R.--Respect Ourselves (and Others) and Act Responsibly. Ryland has a school-wide Title I program that supports instruction across the curriculum. We also have a Family Resource Center on site to help connect families with available community resources. Through a collaborative effort with the Campbell County YMCA, Ryland received a 21st Century Community School grant that enables the school to facilitate an after school program. Tutoring, homework help and engaging enrichment activities provide many extracurricular activities for our students and their families.

How Our School Ensures Educational Equity

Ryland Elementary's mission statement reflects our goal for all students to reach their highest level of academic performance. An active Student Assistance Team (SAT) and our Removing Barriers to Learning (RBTL) Team, comprised of parents, teachers, an administrator, a school counselor, a school psychologist, social workers and community leaders, meet regularly to discuss issues relative to our school and community. Ryland has a great B.E.S.T. (Business Education Success Team) partnership with Toyota Motor Manufacturing, N.A., who supports students with generous financial donations and extraordinary donations of time and talent. The following initiatives and programs are in place at Ryland: a breakfast program, an all day kindergarten program, Reading Intervention, a primary reading block, community outreach, a school-wide Title I program, inclusion for special needs students, gifted & talented programs, on-site summer tutoring and enrichment opportunities, and a summer kindergarten and new student Jump Start program. All students participate in a conflict resolution program called Second Step, and the addition of an after school program provides homework help, tutoring and exciting enrichment opportunities to engage students and their families.

School Enrollment (end of year membership 2003-2004): 321

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

| KCCT Test | Novice | | | Apprentice | | | Proficient/Distinguished | | |
|-----------------------|--------|----------|-------|------------|----------|-------|--------------------------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Reading 4th | 15% | 7% | 11% | 29% | 18% | 22% | 56% | 74% | 67% |
| Science 4th | 4% | 4% | 7% | 40% | 35% | 38% | 56% | 61% | 55% |
| Writing 4th | 9% | 5% | 9% | 59% | 54% | 52% | 32% | 41% | 39% |
| Mathematics 5th | 18% | 15% | 23% | 27% | 27% | 29% | 55% | 57% | 48% |
| Social Studies 5th | 6% | 13% | 21% | 18% | 21% | 24% | 76% | 66% | 56% |
| Arts & Humanities 5th | 10% | 19% | 27% | 49% | 52% | 51% | 41% | 29% | 22% |
| PL/VS 5th | 6% | 10% | 15% | 33% | 24% | 27% | 61% | 65% | 58% |

| Academic Index | | |
|----------------|----------|-------|
| School | District | State |
| 82.5 | 93.2 | 86.8 |
| 91.5 | 91.8 | 87.5 |
| 69 | 75.4 | 72.3 |
| 83 | 85.6 | 77.1 |
| 98.4 | 89.5 | 81.8 |
| 75 | 65.6 | 58.3 |
| 91.5 | 89.7 | 82.4 |

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

| National Norm Referenced Test (CTBS/5) | School | District | State | Nation |
|----------------------------------------|--------|----------|--------|--------|
| End of Primary (EOP) Reading | 58%ile | 68%ile | 64%ile | 50%ile |
| EOP Language Arts | 52%ile | 66%ile | 62%ile | 50%ile |
| EOP Mathematics | 57%ile | 70%ile | 66%ile | 50%ile |

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2002-2003 school year.

| | Attendance Rate | Retention Rate |
|----------|-----------------|----------------|
| School | 94.9% | 0% |
| District | 95.4% | 3.1% |
| State | 94.3% | 3.4% |

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

Since elementary students have few opportunities for participation in state contests, we encourage our students to participate in a variety of local contests as individuals or members of a team. Students also have the opportunity to challenge themselves to achieve proficiency at school by participating in multiple school programs: Accelerated Reader Student Council--Intermediate grades Student Technology Leadership Program T-Buck Incentive Program and Track and Field Day Conservation Student of the Month Monthly Top Tiger initiatives for students who go for GOLD: Great Attendance, Outstanding Academic Effort, Leadership and Discipline

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

| | Sch. | Dist. | State |
|------------------------------------------------------------------------------------------------|------|-------|-------|
| % of Classes Taught by Teachers Certified for Subject and Grade Level | 100% | 100% | NA |
| % of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught | 100% | 99% | NA |
| % of Classes Taught by Teachers Who Participated in Content-Focused Professional Development | 100% | 100% | NA |
| % of Teachers with a Masters Degree or Greater or the Equivalent | 61% | 77% | 82% |
| Average Years of Teaching Experience | 13.5 | 13.5 | 11.9 |

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

| | Yes | No |
|--------------------------------------------------------|------|----|
| Visitors are Required to Sign In | X | |
| All Parents received the District Discipline Code | X | |
| % of Classrooms with Telephone Access to Outside Lines | 100% | |

Procedures in Place in Our School for Drug and Weapons Detection

Our first priority at Ryland Heights Elementary is always the safety of our students and staff. In addition to implementation of Second Step, a conflict resolution program, Ryland utilizes the services of a full-time counselor who provides routine classroom instruction and a school resource officer whose regular presence in our building supports instruction in crime prevention, violence prevention, and drug and alcohol prevention. Our school also requires all visitors to the building to sign-in and out. Our school developed an extensive safety plan that includes a lock-down procedure to utilize in a crisis situation. Kenton County also has a Safe Schools Help Line which is available 24 hours a day. A caller can report any illegal activity that threatens the safety of our schools or students. This report can be made with total anonymity. (Phone #: 341-KIDS). District and school crisis teams regularly participate in professional development and support individuals, families, schools and the district during crisis situations.

| Violation | Number of Reported Incidents | Number of Students Suspended or Expelled for This |
|--------------------------------------------------|------------------------------|---------------------------------------------------|
| Aggravated Assault (with intent to cause injury) | 0 | 0 |
| Drug Abuse Violations | 0 | 0 |
| Weapons Violations | 0 | 0 |

Student Resources

| | Spending per Student | Student/Teacher Ratio | Student/Computer Ratio | % of Classrooms with at Least One KETS Workstation with Internet Access |
|------------|----------------------|-----------------------|------------------------|-------------------------------------------------------------------------|
| Our School | \$5815 | 17:1 | 3.4:1 | 100% |
| District | \$6902 | 18:1 | 5.2:1 | 100% |
| State | \$7007 | 16:1 | 3.8:1 | 100% |

How We Use Technology to Teach

100% of Ryland's faculty use technology to teach. Ryland utilizes CD-Rom and network programs to teach core content and keyboarding. Search Plus is an automated catalog for accessing the library media collection. A computer on wheels (COW), Smart Boards, TVators and CPS (Classroom Performance Systems) are used for group instruction. Child-friendly sites on the internet are bookmarked as tools for research with an emphasis on using the Kentucky Virtual Library. Inspiration, Kidspiration, KidPix, Accelerated Reader, Publisher, STAR, Claymation and Skills Bank are programs used across the curriculum. An assistive technology program called Read, Write and Gold is available to special needs students, and all students are exposed to Power Point presentations. Students who attend STLP summer camp serve as student mentors and assistants. All students participate in computer classes and have access to a computerized student backpack program to help integrate technology into their daily work and research. Fourth and fifth grade students have personal e-mail accounts monitored at the school level, and computers are used in the creation and development of writing portfolios.

Parental Involvement

| | # of Students Whose Parent/Guardian Had at Least One Teacher Conference | # of Parents/Guardians Voting in School Council (SBDM) Elections | # of Parents/Guardians Serving on the School Council (SBDM) or Its Committees | # of Volunteer Hours |
|------------|-------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------|----------------------|
| Our School | 180 | 140 | 4 | 1500 |

Extracurricular Activities

Student Technology Leadership Program (STLP) Governor’s Cup Academic and Academic Challenge Competitions Kentucky Post School, District, and Regional Spelling Bees After School Enrichment Activities including: Clown School, Intramurals, Computer, Chess and Thinking Games, Foreign Language, Drama, Music Girl Scouts/Brownies, Martial Arts, Cooking, Art Activities, Map Skills, Crafts

Awards and Recognition

Accredited through the Southern Association of Colleges and Schools (SACS) American Heart Association--Recognition for Jump Rope for Heart Fundraiser B.E.S.T. Partnership of the Year Award in both 2002 and 2003 Student of the Month presentations and Perfect Attendance awards Judy Spegal, school media specialist--Northern Kentucky Media Specialist of the Year for 2002-03 Jeda Kolioutas, music teacher--A.D. Albright Educator of 2004 and Golden Apple Award recipient

What We Are Doing To Improve

Ryland School approaches planning for improvement in a systemic and collaborative manner. Our staff completes needs assessments and analyzes academic data regularly. Action plans for improvement reflect our identified needs and are the target of school professional development and the Comprehensive School Improvement plan. Our Comprehensive School Improvement Plan includes components in all academic areas. Reading, writing math, and arts and humanities remain a major focus. In response to reading and writing needs, primary students participate in an integrated language arts block. In response to math needs, Ryland adopted and is facilitating the Everyday Mathematics program. Intermediate instruction is partially departmentalized which allows for creative scheduling to best meet the diverse needs of all students. The Ryland staff continues to revisit curriculum maps that are aligned with Kentucky Core Content for Assessment. These curriculum maps provide monthly instructional guides by content and grade level. Teachers continuously monitor their maps and use them as working documents to guide instruction and assessment of student understanding. Ryland supports the Kenton County School District’s focus on the Nine Principles of Learning which include Clear Expectations, Rigorous and Relevant Instruction and Accountable Talk. Ryland also supports the philosophy that teachers must lead as learners and provides opportunities for continuous professional growth for teachers.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

| Member’s Name | Phone | Member’s Name | Phone |
|---------------------------|--------------|---------------|-------|
| Carla Glaza, Parent | 859 356 9270 | | |
| Nancy Ann Wartman, Parent | 859 356 9270 | | |
| Damita Lee, Teacher | 859 356 9270 | | |
| Cyndi Harrington, Teacher | 859 356 9270 | | |
| Jeda Kolioutas, Teacher | 859 356 9270 | | |
| Cathy Barwell, Principal | 859 356 9270 | | |
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| | | | |

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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